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ABSTRACT

This document contains 22 units to consider for use in a tech prep competency profile for the occupation of CADD (computer-assisted drafting and design) technician. All the units listed will not necessarily apply to every situation or tech prep consortium, nor will all the competencies within each unit be appropriate. Several units appear within each specific occupation and would need to only appear once if the user is compiling a cluster of occupations. The first three units are divided into subunits. These units (communications literacy, mathematics literacy, and science literacy) list the competencies for each subunit. The remaining units are divided into competencies, followed by a listing of competency builders. These units are as follows: technology literacy, employability skills, professionalism, teamwork, quality assurance, technical recording and reporting, computer literacy, workplace safety, supervision, drafting technology, CADD fundamentals, intermediate CADD, advanced CADD, fundamentals of machine anatomy, computerized numerical control, basic materials science, metal stamping dies, press technology, and sheet metal fabrication. (YLB)

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ED 378 331

TECH PREP

"GET SERIOUS . . . ABOUT SUCCESS"

CE067907

CADD Technician

Units to Consider:	Page
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—NOTICE—

Each Tech-Prep Competency Profile developed should respond to the labor market demands of your Tech Prep Consortium. Therefore, the following pages should be examined carefully before being selected for use in TCP Part I. **[See "The TCP Process" for more information.]** For example, in some cases the number of units far exceeds the amount of content that can be covered within a 4 + 2 TPAD Program. All the units listed in this section will not necessarily apply to your situation, nor will all the competencies within each unit be appropriate. Note that several units appear within each specific occupation and would need to only appear once if you are compiling a cluster of occupations. **[See "TCP Matrix" and "How to Use the TCP Binder" for more information.]**

Unit: Communications Literacy

NOTE: This content was extracted from the 9-12 cluster of Ohio's Model Language Arts Program. Due to statewide initiatives other than Tech Prep, this literacy unit was not altered to meet competency-based criteria. Each literacy unit forms a critical link between academic teachers and members of business, industry, and labor. [See "The TCP Process" for more information.]

Subunit: Reading—Structure
Competencies:

RS1	Exhibit knowledge of language structure
RS2	Recognize that there may be more than one interpretation of reading selections
RS3	Recognize various literary devices
RS4	Recognize and discuss literary elements
RS5	Develop and use an increasingly sophisticated vocabulary gained through context
RS6	Apply knowledge of language structure to reading
RS7	Explain why there may be more than one interpretation of reading selections
RS8	Recognize effect of literacy devices on meaning
RS9	Analyze author's use of literary elements
RS10	Recognize relationship of structure to meaning
RS11	Describe various interpretations and meaning levels in reading selections
RS12	Characterize author's use of literary devices
RS13	Characterize use of literary techniques
RS14	Critique a variety of literature with regard to plot, dialogue, theme, setting, and characterization
RS15	Apply an expanding vocabulary gained through reading
RS16	Explain various interpretations and meaning levels in reading selections
RS17	Analyze use of literary techniques (e.g., extended metaphor, simile, personification, hyperbole, pun, alliteration)
RS18	Understand use of literary devices (e.g., irony, satire, allegory, onomatopoeia)
RS19	Analyze and synthesize pieces of literature with regard to plot, dialogue, theme, setting, and characterization

Subunit: Reading—Meaning Construction
Competencies:

RM1	Demonstrate ability to recognize appropriate pre-reading strategies
RM2	Describe effectiveness of a reading selection
RM3	Read to clarify personal thinking and knowledge
RM4	Support interpretation of text by locating and citing specific information
RM5	Develop personal response to a variety of literary works
RM6	Recognize diverse literary interpretations
RM7	Engage in self-selected reading activities
RM8	Confirm and extend meaning in reading by researching new concepts and facts
RM9	Self-monitor and apply corrective strategies when communication has been interrupted or lost
RM10	Use features of literary genres to extend meaning
RM11	Assess effectiveness of a selection read
RM12	Use reading as a possible problem-solving strategy to clarify personal thinking and knowledge
RM13	Use knowledge of semantic elements (e.g., figurative language, denotation, connotation, dialect) to clarify meaning when reading
RM14	Predict, recognize, interpret, and analyze themes based on familiarity with author's work
RM15	Compare and contrast literary genres
RM16	Assess validity and quality of selection read
RM17	Clarify meaning when reading
RM18	Compare personal reaction to critical assessment of a literary selection
RM19	Assess validity of diverse literary interpretations
RM20	Use reference books to find, evaluate, and synthesize information
RM21	Identify tone of a literary work
RM22	Critique validity of diverse literary interpretations
RM23	Integrate personal reaction to and critical assessment of a literary selection

Subunit: Reading—Application
Competencies:

RA1 Select and read material for personal enjoyment and information
RA2 Read a variety of complete, unabridged works
RA3 Employ various reading strategies according to purpose
RA4 Participate in selection of books, materials, and topics for literature study groups
RA5 Develop and apply knowledge of the interrelationship of concepts
RA6 Read selections from a variety of styles and formats, recognizing that style and format influence meaning
RA7 Extend value of reading, writing, speaking, viewing, and listening by pursuing, through reading, new concepts and interests developed as a result of these activities
RA8 Read extensively from a particular author's work and explain elements of author's style

Subunit: Reading—Multidisciplinary
Competencies:

RM1 Connect themes and ideas across disciplines through literature
RM2 Read to facilitate learning across curriculum
RM3 Read to develop awareness of human rights and freedom
RM4 Participate actively in a community of learners
RM5 Recognize and explain interaction between literature and various cultural domains (e.g., social technological, political, economic)
RM6 Explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures by men and women of many racial, ethnic, and cultural groups
RM7 Value thinking and language of others
RM8 Relate literature to historical period about which or in which it was written
RM9 Read to facilitate content learning

Subunit: Writing—Structure
Competencies:

WS1	Develop and expand a repertoire of organizational strategies (e.g., narration, comparison/contrast, and description) through a practice and discussion
WS2	Clarify word choice according to audience, topic, and purpose
WS3	Locate and correct errors in usage, spelling, and mechanics using a variety of resources
WS4	Recognize information gained from primary and secondary sources
WS5	Develop writing which contains ordered, related, well-developed paragraphs with sentences of varied lengths and patterns
WS6	Use information from a variety of sources to develop an integrated piece of writing
WS7	Evaluate and revise writing to focus on such things as audience, tone, and purpose
WS8	Recognize differences between documentation and reference list styles
WS9	Develop extended pieces of writing which contain ordered, related, well-developed paragraphs with sentences of varied lengths and patterns
WS10	Select from a repertoire of organization strategies a pattern appropriate to a topic
WS11	Synthesize information from a variety of sources
WS12	Refine word choice and tone according to audience, situation, and purpose
WS13	Appropriately cite information gained from primary and secondary sources
WS14	Use style manuals or software to prepare documentation and reference lists
WS15	Develop effectively organized pieces of expository writing containing strong voice, clear thesis, and well-developed ideas
WS16	Identify organization patterns appropriate to writing topic
WS17	Respond to others' suggested revisions to a writing piece

Subunit: Writing—Meaning Construction
Competencies:

WM1	Demonstrate knowledge of the recursive nature of the writing process by applying it appropriately to various topics, situations, and audiences
WM2	Develop criteria for writing evaluation using scoring guides and peer/teacher assistance to clarify meaning
WM3	Respond to others' suggested revisions to a piece of writing
WM4	Use word processing, graphics, and publishing aids to construct meaning in writing
WM5	Engage in self-initiated writing activities
WM6	Incorporate personal criteria with generally accepted standards for writing evaluation
WM7	Evaluate, analyze, and synthesize information for writing
WM8	Evaluate own writing using personal and established scoring criteria
WM9	Assess personal/peer revisions to a writing piece
WM10	Recognize and refine personal writing styles

Subunit: Writing—Application
Competencies:

WA1	Apply appropriate writing techniques suitable for varied writing tasks
WA2	Use sentence-combining techniques to improve syntactic fluency and maturity
WA3	Write in response to prompted and self-selected topics in practical, persuasive, descriptive, narrative, and expository domains
WA4	Develop personal voice in writing
WA5	Consider audience and purpose for writing
WA6	Develop criteria for selection and potential development of topic
WA7	Write in a journal or learning log to clarify personal thinking and knowledge
WA8	Apply an expanding vocabulary gained through writing
WA9	Make judicious use of reference sources (e.g., dictionary, thesaurus, on-lien data base, encyclopedia)
WA10	Demonstrate, an appreciation for aesthetically pleasing language through word choice and style
WA11	Apply revising and editing strategies needed for writing task
WA12	Vary sentence lengths and patterns
WA13	Refine personal voice in writing
WA14	Vary styles and formats for intended purpose and audience
WA15	Apply criteria for selection and development of topic
WA16	Participate in peer review of writing in progress
WA17	Use transitions between sentences, ideas, and paragraphs in writing
WA18	Revise and edit papers extensively in preparation for presentation/publication
WA19	Develop a variety of genres
WA20	Focus writing and tone on such elements as audience, situation, and purpose
WA21	Develop topic fully and appropriately
WA22	Use writing process to clarify personal thinking and knowledge
WA23	Apply appropriate recursive writing process as suggested by writing task and writer's process
WA24	Develop an extended piece of writing
WA25	Revise writing and tone to assure focus on such elements as audience, situation, and purpose
WA26	Use writing process to write reflectively

Subunit: Writing—Multidisciplinary
Competencies:

WM1	Use writing process for learning across curriculum
WM2	Use writing process to demonstrate knowledge of need for human rights and freedom
WM3	Value and apply collaborative skills in writing process
WM4	Write in response to reading, speaking, viewing, and listening
WM5	Use multidisciplinary resources in writing projects
WM6	Use writing process to facilitate learning across curriculum
WM7	Recognize value of and engage in collaboration in writing process
WM8	Use communication processes to develop a published writing piece in collaboration with others
WM9	Record experiences and observations related to content learning
WM10	Apply collaborative skills in writing process
WM11	Write collaboratively with peers
WM12	Use cross-disciplinary resources in writing projects

Subunit: Listening/Visual Literacy—Structure
Competencies:

LS1	Listen to and view a wide variety of genres
LS2	Become aware of an author's style through listening and viewing a variety of works
LS3	Recognize correct and appropriate grammar, diction, and syntax
LS4	Expand vocabulary through listening to and viewing varied media
LS5	Recognize beauty of language
LS6	Enhance recognition of an author's style through listening and viewing a variety of works
LS7	Recognize use and misuse of language in media
LS8	Refine knowledge of style through listening and viewing multiple works by the same author
LS9	Expand and refine grammar, diction, and syntax through listening
LS10	Compare authors' styles through viewing and listening to their works
LS11	Expand knowledge of complex grammar, diction, and syntax issues

Subunit: Listening/Visual Literacy—Meaning Construction
Competencies:

LM1 Develop critical thinking skills necessary to evaluate media and assess oral presentations
LM2 Compare new oral texts to past experiences and knowledge in order to enhance comprehension
LM3 Recognize how rhythmic patterns, silence, and cadences enhance quality of speech and literature
LM4 Focus listening and viewing on themes and/or plots
LM5 Gather information from listening and viewing experiences to enhance research
LM6 Use critical thinking skills to evaluate media and oral presentations
LM7 Use prior knowledge and experiences to facilitate comprehension of new oral texts
LM8 Identify rhythmic and time patterns in speech and literature
LM9 Identify and analyze themes and/or plots when listening and viewing
LM10 Use information gathered from listening and viewing experiences to expand research
LM11 Enhance use of critical thinking skills to evaluate media and oral presentations
LM12 Consider prior knowledge and experiences when attempting to understand the meaning of new texts
LM13 Appreciate rhythmic and time patterns of speech and literature
LM14 Select viewing and listening materials to support written text
LM15 Evaluate media and oral presentations analytically and critically
LM16 Organize prior knowledge and experiences to comprehend new texts
LM17 Organize and use viewing and listening materials to support written text

Subunit: Listening/Visual Literacy—Application
Competencies:

LA1 Listen attentively during oral reading
LA2 Use media as stimuli for learning and thinking
LA3 Develop knowledge of structure through art, music, and literature
LA4 Use electronic media to enhance and highlight language learning
LA5 Listen and view for entertainment and enjoyment
LA6 Use technology and other media as means of expressing ideas

Subunit: Listening/Visual Literacy—Multidisciplinary
Competencies:

LM1 Facilitate learning across curriculum through critical listening and viewing
LM2 Engage in individual, small-group, and whole-group listening and viewing activities
LM3 Develop language arts (e.g., viewing, listening) projects collaboratively
LM4 Investigate language and cultural differences through listening and viewing activities
LM5 Participate in a community of learners through productive listening

Subunit: Oral Communication—Structure
Competencies:

OS1 Refine oral communication skills
OS2 Demonstrate knowledge of grammar, usage, and syntax when presenting
OS3 Select topics and vocabulary suitable to audience
OS4 Organize notes and ideas for speaking
OS5 Use language imaginatively
OS6 Modulate voice to meaning when interpreting literature orally
OS7 Organize notes and ideas for formal, semiformal and informal presentations of information
OS8 Refine speaking techniques for formal, semiformal, and informal settings
OS9 Develop repertoire of organizational strategies for presenting information orally
OS10 Expand vocabulary to fit topic
OS11 Select topics suitable to audience, situation, and purpose
OS12 Select appropriate strategies when organizing notes and ideas for speaking

Subunit: Oral Communications—Meaning Construction
Competencies:

OM1	Make connections between prior knowledge and new information for oral presentations
OM2	Participate in informal speaking activities
OM3	Use interviewing techniques to gather information
OM4	Communicate orally to entertain and to inform
OM5	Participate in group communication activities
OM6	Take and organize notes when preparing speech/presentation
OM7	Interpret texts orally to illustrate meaning
OM8	Respond to needs of various audiences
OM9	Gather and assess information for speaking
OM10	Communicate orally to inform and persuade
OM11	Prepare and deliver formal speech/presentation
OM12	Participate in a variety of oral interpretations
OM13	Assess needs of audience and adjust language and presentation according to their knowledge
OM14	Analyze and synthesize information for speaking
OM15	Describe effectiveness of literary selection
OM16	Describe topic or idea in order to clarify personal/audience thinking
OM17	Analyze and synthesize information gathered from a variety of sources for speaking
OM18	Describe validity and/or quality of a literary selection and justify selection
OM19	Interpret orally a variety of literature
OM20	Describe topic or idea to clarify meaning for others

Subunit: Oral Communication—Application
Competencies:

OA1	Become proficient at using interviewing techniques
OA2	Give an oral interpretation for a specific audience
OA3	Develop and apply oral communication skills for cooperative/collaborative learning
OA4	Use oral communication for a variety of purposes and audiences (e.g., negotiations, book reviews, rationales)
OA5	Develop and apply decision-making strategies
OA6	Practice interviewing techniques
OA7	Apply interviewing techniques to purposeful interviews
OA8	Focus oral interpretation on a specific audience

Subunit: Oral Communications—Multidisciplinary
Competencies:

OM1	Value thinking and language of others
OM2	Develop oral projects collaboratively
OM3	Be involved in individual, small-group, and whole-group language activities
OM4	Participate actively in a community of learners
OM5	Investigate language and cultural differences through oral language activities

Unit: Mathematics Literacy

NOTE: This content was extracted from the 9-12 cluster of Ohio's Model Mathematics Program. Due to statewide initiatives other than Tech Prep, this literacy unit was not altered to meet competency-based criteria. Each literacy unit forms a critical link between academic teachers and members of business, industry, and labor. [See "The TCP Process" for more information.]

Subunit: Numbers and Number Relations
Competencies:

NR1	Compare, order, and determine equivalence of real numbers
NR2	Estimate answers, compute, and solve problems involving real numbers
NR3	Compare and contrast real number system, rational number system, and whole number system
NR4	Extend knowledge to complex number system and develop facility with its operation

Subunit: Measurement
Competencies:

M1	Estimate and use measurements
M2	Understand need for measurement and probability that any measurement is accurate to some designated specification
M3	Understand and apply measurements related to power and work
M4	Understand and apply measurement concepts of distance-rate-time problems and acceleration problems
M5	Use real experiments to investigate elasticity, heat, sound, electricity, magnetism, light, acceleration, velocity, energy, and gravity
M6	Use real-world problem situations involving mass and weight
M7	Use real-world problem situations involving simple harmonic motion
M8	Establish ratios with and without common units
M9	Construct and interpret maps, tables, charts, and graphs as they relate to real-world mathematics
M10	Understand and solve rate-change problems
M11	Understand and solve right triangle relationships as they relate to measurement, specifically to Pythagorean theorem
M12	Graph and interpret ordered pairs
M13	Compute total sales from a variety of items
M14	Comprehend and compute rates of growth or decay
M15	Comprehend, compute, and interpret real problems involving annuities

Subunit: Measurement (continued)
Competencies:

M16 Develop an ability to identify real problems and provide possible solutions
M17 Express and apply different types of measurement scales
M18 Identify area and volume

Subunit: Estimation and Mental Computation
Competencies:

E1 Use estimation to eliminate choices in multiple-choice tests
E2 Use estimation to determine reasonableness of problem situations in a wide variety of applications
E3 Estimate shape of graphs of various functions and algebraic expressions
E4 Use mental computation when computer and calculator are inappropriate

Subunit: Data Analysis and Probability
Competencies:

D1 Organize data into tables, charts, and graphs
D2 Understand and apply measures of central tendency, variability, and correlation
D3 Use curve fitting to predict from data
D4 Use experimental or theoretical probability, as appropriate, to represent and solve problems involving uncertainty
D5 Use computer simulations and random number generators to estimate probabilities
D6 Test hypotheses using appropriate statistics
D7 Read, interpret, and use tables, charts, and graphs to identify patterns, note trends, draw conclusions, and make predictions
D8 Identify probabilities of events involving unbiased objects
D9 Use sampling and recognize its role in statistical claims
D10 Design a statistical experiment to study problem, conduct experiment, and interpret and communicate outcomes
D11 Describe normal curve in general terms and use its properties
D12 Create and interpret discrete probability distributions
D13 Understand concept of random variable
D14 Apply concept of random variable to generate and interpret probability distributions, including binomial, uniform, and chi square

Subunit: Algebra
Competencies:

A1	Describe problem situations by using and relating numerical, symbolic, and graphical representations
A2	Use language and notation of functions in symbolic and graphing settings
A3	Recognize and use equivalent zeros of a function, roots and the solution of an equation in terms of graphical and symbolic representations
A4	Describe and use logic of equivalence in working with equations, inequalities, and functions
A5	Develop graphical techniques of solution for problem situations involving functions
A6	Explore and describe characterizing features of functions
A7	Make arguments and proofs in algebraic settings
A8	Factor difference of two squares
A9	Identify slope, midpoint, and distance
A10	Explore and combine rational functions
A11	Explore factoring techniques
A12	Solve quadratic equations by factoring and formula
A13	Set up and solve linear equations
A14	Solve systems of linear equations with two variables
A15	Describe geometric situations and phenomena using variables, equations, and functions
A16	Describe measures of central tendency, mean, median, mode, and variance algebraically and graphically
A17	Represent inequalities on number line and in coordinate plane
A18	Use coordinate arguments in making geometric proofs
A19	Symbolize transformations of figures and graphs
A20	Explore geometric basis for functions of trigonometry
A21	Graph linear functions
A22	Develop and use vectors to represent direction and magnitude including operations
A23	Use polar and parametric equations to describe, graph, and solve problem situations
A24	Represent sequences and series as functions both algebraically and graphically
A25	Explore recursive functions and procedures using spreadsheets, other computer utilities, and appropriate notions
A26	Describe and solve algebraic situations with matrices
A27	Describe and use inverse relationship between functions including exponential and logarithmic

Subunit: Algebra (continued)
Competencies:

A28	Analyze and describe errors and error sources that can be made when using computers and calculators to solve problems
A29	Decide whether problem situation is best solved using computer, calculator, paper and pencil, or mental arithmetic/estimation techniques
A30	Explore relationships between complex numbers and vectors
A31	Make arguments concerning limits, convergence and divergence in context involving sequences, series, and other types of functions
A32	Represent transformations in plane with matrices
A33	Contrast and compare algebra's of rational, real, and complex numbers with characteristics of a matrix algebra system
A34	Construct polynomial approximations of a function over specified intervals of convergence
A35	Examine complex numbers as zeros of functions
A36	Translate verbal statements into symbolic language
A37	Simplify algebraic expressions
A38	Use laws and exponents (including scientific notation)
A39	Expand and extend idea of vectors and linear algebra to higher dimensional situations
A40	Use the idea of independent basis elements for a vector space and associated fundamental concepts of finite dimensional linear algebra
A41	Develop and communicate arguments about limit situations
A42	Use matrices to describe and apply transformations
A43	Develop and use polar and parametric equations to represent problem situations
A44	Explore proofs by mathematical induction

Subunit: Geometry
Competencies:

G1	Create and interpret drawings of three-dimensional objects
G2	Represent problem situations with geometric models and apply properties of figures
G3	Apply Pythagorean theorem
G4	Demonstrate knowledge of angles and parallel and perpendicular lines
G5	Explore inductive and deductive reasoning through applications to various subject areas
G6	Translate between synthetic and coordinate representations
G7	Identify congruent and similar figures using transformation with computer programs
G8	Deduce properties of figures using transformations and coordinates
G9	Use deductive reasoning
G10	Explore compass and straightedge constructions in context of geometric theorems
G11	Demonstrate knowledge of and ability to use proof
G12	Use variety of proof techniques (e.g., synthetic, transformational, and coordinate)
G13	Use variety of proof formats, including T-proof (i.e., two-column) and paragraph proof
G14	Explore different proof strategies
G15	Investigate different proofs of theorems
G16	Develop knowledge of an axiomatic system
G17	Apply transformations and coordinates in problem solving
G18	Represent problem situations with geometric models and apply properties of figures
G19	Deduce properties of figures using vectors
G20	Analyze properties of Euclidean transformations and relate translations to vectors
G21	Apply vectors in problem solving
G22	Develop further knowledge of axiomatic systems by investigating and comparing various geometry's

Subunit: Patterns, Relations, and Functions
Competencies:

P1	Model real-world phenomena with polynomial and exponential functions
P2	Explore relationship between zeros and intercepts of functions
P3	Translate among tables, algebraic expressions, and graphs of functions
P4	Use graphing calculator or computer to generate graph of a function
P5	Explore relationship between a linear function and its inverse
P6	Describe and use characteristics of polynomial functions in problem-solving situations
P7	Explore conic sections and graph using graphing calculator or computer
P8	Apply trigonometric functions to problem situations involving triangles
P9	Discover relationships between algebraic description, kind, and properties of conic
P10	Explore periodic real-world phenomena using sine and cosine functions
P11	Analyze effects of parameter changes on graphs
P12	Use graphing calculator or computer to graph functions
P13	Develop an knowledge of rational and transcendental functions
P14	Understand connections between trigonometric and circular functions
P15	Use circular functions to model periodic real-world functions
P16	Solve trigonometric equations and verify trigonometric identities
P17	Understand connections between trigonometric, exponential, and logarithmic functions and polar coordinates, complex numbers, and series
P18	Model real-world phenomena with a variety of functions
P19	Graph using polar coordinates
P20	Explore graphs in three dimensions
P21	Explore functions of several variables
P22	Explore recursive functions using spreadsheets and/or programming languages

Unit: Science Literacy

NOTE: This content was extracted from the 9-12 cluster of Ohio's Draft Model Science Program. Due to statewide initiatives other than Tech Prep, this literacy unit was not altered to meet competency-based criteria. Each literacy unit forms a critical link between academic teachers and members of business, industry, and labor. [See "The TCP Process" for more information.]

Subunit: Scientific Inquiry
Competencies:

Q1	Check the appropriateness and accuracy of measures and computations using various strategies (e.g., estimations, unit analysis, determination of significant figures)
Q2	Use ratios, proportions, and probabilities in appropriate problem situations
Q3	Translate information from and represent information in various forms with equal ease (e.g., tables, charts, graphs, diagrams, geometric figures)
Q4	Use existing algebraic formulas and create new ones in appropriate problem-solving situations
Q5	Estimate and justify probabilities of outcomes of familiar situations based on experimentation and other strategies
Q6	Invent apparatus and mechanical tools needed to perform unique tasks in various situations
Q7	Identify, compare, and contrast different modes of inquiry, habits of mind, and attitudes and dispositions
Q8	Design investigations that are safe and ethical (i.e., obtain consent and inform others of potential outcomes, risks and benefits, and show evidence of concern for human health and safety, concern for non-human species)
Q9	Make and read scale drawings, maps, models, and other representations to aid planning and understanding
Q10	Seek elaboration and justification of data and ideas, and reflect on alternative interpretations of the information
Q11	Use appropriate units for counts and measures
Q12	Create and use databases (electronic and other) to collect, organize, and verify data and observations
Q13	Design and conduct investigations with multiple variables
Q14	Communicate the results of investigations clearly in a variety of situations

Subunit: Scientific Inquiry (continued)
Competencies:

Q15 Examine relationships in nature, offer alternative explanations for the observations, and collect evidence that can be used to help judge among explanations

Q16 Trace the development (e.g., history, controversy, and ramifications) of various theories, focusing on supporting evidence and modification with new evidence

Q17 Select, invent, and use tools, including analog and digital instruments, to make and record direct measurements

Q18 Observe and document events and characteristics of complex systems

Q19 Explain the influence of perspective (e.g., spatial, temporal, and social) on observation and subsequent interpretations

Q20 Create multiple representations of the same data using a variety of symbols, descriptive languages, mathematical concepts, and graphic techniques

Q21 Generate testable hypotheses for observations of complex systems and interactions

Q22 Document potentially hazardous conditions and associated risks in selected homes and public areas

Q23 Participate in public debates, relying on documented and verified data to construct and represent a position on scientific issues

Q24 Construct and test models of physical, biological, social, and geological systems

Q25 Read, verify, debate, and, where necessary, refute research published in popular or technical journals of science (e.g., *Discover*, *Omni*, *Popular Mechanics*)

Q26 Explore discrepant events and develop and test explanations of what was observed

Q27 Conduct theory-based research using surveys, observational instruments, and other methods

Q28 Modify personal opinions, interpretations, explanations, and conclusions based on new information

Q29 Analyze error and develop explanations in various domains

Q30 Formulate taxonomic schemes based upon multivariate models that help to explain similarities and differences in form, distribution, behavior, survival, and origin of objects and organisms

Q31 Demonstrate various logical connections between related concepts (e.g., entropy, conservation of energy)

Q32 Account for discrepancies between theories and observations

Q33 Analyze the changes within a system when inputs, outputs, and interactions are altered

Subunit: Scientific Inquiry (continued)
Competencies:

Q34 Create, standardize, and document procedures

Q35 Determine the sources of significant disparities between the predicted and recorded results and change research procedures to minimize disparities

Q36 Research, locate, and propose applications for abstract patterns (e.g., fractals, Fibonacci sequences, string theory, orbitals)

Q37 Recognize and utilize classification systems for particles, elements, compounds, phenomena, organisms, and others for exploring and predicting properties and behaviors

Q38 Suggest and defend alternative experimental designs and data explanations (e.g., sampling, controls, safeguards)

Q39 Recognize and communicate differences between questions that can be investigated in a scientific way and those that rely on other ways of knowing

Q40 Draw conclusions based on the relationships among data analysis, experimental design, and possible models and theories

Q41 Suggest new questions as a result of reflection on and discussions about their own scientific investigations

Q42 Investigate, assess, and comment on strengths and weakness of the descriptive and predictive powers of science

Q43 Create new information from representations of data in a variety of forms (e.g., symbols, descriptive languages, graphic formats) utilizing a variety of techniques (e.g., interpolations, extrapolations, linear regressions, central tendencies, correlation's)

Subunit: Scientific Knowledge
Competencies:

K1 Investigate various types of dynamic equilibrium (e.g., biological, geological, mechanical, chemical)

K2 Investigate the relationship between the rates of energy exchange and the relative energy level of components with systems (e.g., tropic levels of ecosystems, osmosis, rate of heating and cooling, storms)

K3 Investigate patterns in the natural world (e.g., heredity, crystalline structures, population and resource distributions, diffraction, dispersion, polarization)

K4 Investigate models and theories that help to explain the interactions of components in systems (e.g., conservation of mass, energy, and momentum; food webs; natural selection; entropy; plate tectonics; chaos; relativity; social-psychology)

K5 Investigate degrees of kinship among organisms and groups of organisms

K6 Investigate the limits of the definition of life, and investigate organisms and physical systems that exist at or near these limits (e.g. viruses, quarks, black holes)

K7 Investigate estimates and measurements of a wide range of distances and rates of change

K8 Investigate the historical development of theories of change over time (e.g., natural selection, continental drift, the big bang, geologic change)

K9 Investigate physical and chemical changes in living and non-living systems (e.g., photosynthesis, weathering processes, glaciation, thermal effects of materials, energy cells)

K10 Investigate simulations of nuclear change (e.g., radioactivity, half life, carbon dating)

K11 Investigate conservation principles associated with physical, chemical, and nuclear changes

K12 Formulate descriptions of the impacts of various forms of mechanical and electromagnetic waves on various organisms on each other over time

K13 Formulate models and hypotheses for patterns in the natural world (e.g., earth structures, transportation systems, migrations, communications, constellations)

K14 Formulate explanations for the influences of objects and organisms on each other over time

K15 Formulate and interpret explanations for change phenomena (e.g., mass extinction's, stellar evolution, punctuated equilibrium, molecular synthesis)

Subunit: Scientific Knowledge (continued)
Competencies:

K16 Formulate and interpret explanations for the magnitudes of diversity at different periods of geologic time (e.g., mutation, global cataclysms, continental drift, competition, mass extinction's)

K17 Formulate interpretations of the structure, function, and diversity in a variety of organisms and physical systems (e.g., DNA and RNA variants, nucleons, interaction particles)

K18 Formulate understandings of geologic time (e.g., millennia, periods, epochs)

K19 Formulate an understanding of the historical development of the model of the universe

K20 Formulate explanations and representations of the production, transmission, and conservation of energy in biological and physical systems (e.g., weather, volcanism, earthquakes, electricity, magnetism, cellular respiration)

K21 Formulate models and hypotheses about patterns in the natural world (e.g., social behavior, molecular structure, energy transformation, entropy, randomness, aging, chaos, hormonal cycles)

K22 Formulate interpretations of the relationship between energy exchange and the interfaces between components within systems

K23a Formulate estimations for the range of energies within and between various phenomena (e.g., thermal, electromagnetic, thermonuclear, chemical, electrical)

K23b Formulate explanations for the historical development of descriptions of motions interactions and transformations of matter and energy (e.g., classical Newtonian mechanics, special and general relativity, chaos)

K24 Formulate models that can be used to describe fundamental molecular interactions in living and non-living systems (e.g., cell membranes, semiconductors).

K25 Formulate an understanding of the degree of relationship among organisms and objects based on molecular structure (e.g., proteins, nucleic acids)

K26 Formulate hypotheses and models that may account for observable events (e.g., electricity and magnetism, gravitation, atoms, bonding, chemical reactions, quantum effects, energy flow on biological systems, predator-prey relationships)

K27 Formulate models and hypotheses about change over time (e.g., natural selection, speciation, punctuated equilibrium, phyleytic gradualism, stellar evolution, plate tectonics, radioactive decay, quantum mechanical theory)

Subunit: Scientific Knowledge (continued)
Competencies:

K28 Formulate lists of limitations and propose refinements of standard classification systems (e.g., periodic table, IUPAC, Linnean, standard model)

K29 Formulate specific cases of limitations and possible exceptions of theories and principles regarding the interactions of moving objects and organisms (e.g., fluid flow in vessels, motion near the speed of light, Heisenberg uncertainty principle, meteorological prediction, local variation and diversity, predicting earthquakes, energy transport in cellular respiration)

K30 Formulate plans and contingencies that can be used to accommodate for changes to and stresses on systems (e.g., wildlife and habitat management, corrosion prevention, noise abatement, structure design)

K31 Formulate models of molecular, atomic, ionic, and subatomic structures and the physical and biological implications of these structures (e.g., genes, nucleons, quarks)

K32 Formulate estimates for a wide range of measurements and scales (e.g., angstroms to light years)

K33 Formulate and interpret representations of time from origin to present accounting for phenomena of scale (e.g., smoothness, punctuation's, chaos)

K34 Formulate interpretations of the historical development of various theories of possible causes of diversity among physical and biological phenomena (e.g., the works of Aristotle, Mendel, Darwin, McClintock)

K35 Formulate models and hypotheses that can be used to explain the interactions of components within technological and ecological systems

Subunit: Conditions for Learning Science
Competencies:

C1	Participate actively in dialogue about and resolution of community issues
C2	Assess information from various countries in the original language or translated form to ascertain the perspectives of many cultures
C3	Analyze the scientific ideas presented in science fiction stories and films
C4	Perform and repeat investigations to verify data, determine regularity, and reduce the impact of experimental error
C5	Present the results of investigations in a variety of forums
C6	Contribute to the decisions regarding topics for investigation
C7	Use various creative means to communicate interpretations of scientific ideas, concepts, phenomena, and events
C8	Consider the scientific thinking and language of others
C9	Individually and collaboratively produce clearly written representations of investigative results
C10	Fulfill responsibilities as part of a research group
C11	Select and utilize resources by various criteria (e.g., efficiency, effectiveness, health, safety) that are appropriate to the investigations being conducted by groups
C12	Present persuasive argument based on the scientific aspects of controversial issues
C13	Collect, store, retrieve, and manipulate information with available t technologies alleges that may range from hand processes up through computer applications
C14	Investigate social issues with a scientific perspective (e.g., human rights, wellness, economics, futurism, environmental ethics)
C15	Keep journals of observations and inferences made over an extended period of time and reflecting upon the impact of these recorded ideas on their thinking and actions
C16	Examine the intellect, perspectives, and ethics of notable scientists
C17	Collect and analyze observations made over extended periods of time and compare these to scientific theories
C18	Create presentations of scientific understandings using diverse modes of expressions
C19	Conduct formal scientific debates in the classroom
C20	Wonder about the likelihood of events that may occur by chance or coincidence
C21	Plan and conduct field trips and experiences for small and large groups
C22	Analyze the historical context which leads to and has lead to scientific t theories

Subunit: Conditions for Learning Science (continued)
Competencies:

C23 Seek information on topics of personal scientific interest from a variety of sources
C24 Conduct learner-developed investigations independently and collaboratively over periods of week and months
C25 Listen attentively and critically to presentations of scientific information made by others
C26 Conduct analyses of propaganda related to scientific issues
C27 Perform investigations that require observations over varying periods of time
C28 Experience scientific concepts as interpreted by other cultures through multimedia and local and global specialists
C29 Access appropriate technology to perform complicated, time-consuming tasks
C30 Relate historical accounts of science to the cultural context in which they were written
C31 Work as a contributing member of a collaborative research group
C32 Examine the influences of social and political structures and realities that contribute to inquiry about scientific issues
C33 Use technology (e.g., desktop publishing, teleconferencing, networking) to communicate scientific ideas
C34 Explore and analyze a variety of perspectives on science (e.g., works by men and women of many racial, ethnic, and cultural groups)
C35 Lead groups of learners of various ages in designing, planning, and conducting science activities
C36 Respect the scientific thinking of others and self
C37 Recognize and contrast different epistemologies
C38 Develop possible courses of action in response to scientific issues of local and global concern
C39 Determine the validity of research conclusions in relation to the design, performance, and results
C40 Develop multimedia presentations of group and individual research projects and investigations appropriate for a variety of audiences and forums
C41 Produce interesting and scientifically correct stories and present them using various modes of expression
C42 Reflect on the ideas and content found in their own journal records
C43 Examine ambiguous results and formulate explanations
C44 Recognize and synthesize the contributions to scientific thought of individuals from many cultures

Subunit: Conditions for Learning Science (continued)
Competencies:

C45 Construct models and simulations of the component structures and functions of living and non-living entities
C46 Lead multi-age groups in the examination of and planned resolution for scientific issues
C47 Recognize and choose members of research teams based upon the merit of their ideas and skills
C48 Construct a portfolio of products, documentation, and self-evaluations of his/her own abilities, skills, and experiences
C49 Synthesize scientific information from a variety of sources
C50 Evaluate and prioritize scientific issues based upon risk-benefit analyses
C51 Refining scientific skills from a variety of experiences

Subunit: Applications for Science Learning
Competencies:

A1	Answer student-determined questions by designing databases and drawing inferences from the analyses of the information in these data bases
A2	Make personal behavior decisions by interpreting information that has a scientific basis
A3	Propose courses of action that will validate and demonstrate personal understandings of scientific principles
A4	Guide other learners in their understanding of the interactions of technologies and society at various periods in time
A5	Promote and carry out practices that contribute to a sustainable environment
A6	Study and propose improvements in public services and systems in their community
A7	Choose consumer materials utilizing personal and environmental risk and benefit information
A8	Make inferences and draw conclusions using databases, spreadsheets, and other technologies
A9	Do simple trouble-shooting on common electrical and mechanical s ystems, identifying and eliminating possible causes of malfunctions
A10	Construct devices that perform simple, repetitive actions
A11	Investigate the functionality of various geometric shapes in the natural world and the designed world (e.g., translations from spherical to plane representations cause distortions, triangular shapes contribute to rigidity and stability in structures, round shapes minimize boundary for a given capacity)
A12	Make decisions regarding personal and public health
A13	Evaluate the social and ecological risks and benefits resulting from the use of various consumer products
A14	Analyze the contributions of advances in technology through history to his/her everyday life
A15	Identify and reduce risks and threats to a sustainable environment
A16	Extend the limits of human capabilities using technological enhancements
A17	Use and recognize various propaganda techniques
A18	Solve unique problems using the results of systematic analyses
A19	Choose everyday consumer products that utilize recent innovation and pass appropriate performance criteria
A20	Refine personal career interests through investigations of the diversity of manufacturing, research, service, and invention processes

Subunit: Applications for Science Learning (continued)
Competencies:

A21 Predict and investigate the working of toys and tools while controlling and manipulating variables (e.g., friction, gravity, forces)

A22 Write, follow, modify, and extend instructions (e.g., equations, algorithms, formulas, flow diagrams, illustrations)

A23 Create products, make inferences, and draw conclusions using databases, spreadsheets, and other technologies

A24 Predict various scenarios and propose solutions to community issues using scientific information (e.g., actuarial tables, census data, topographic maps, incidence data, climatic data)

A25 Use scientific evidence to consider options and formulate positions about the health and safety of others and him/herself

A26 Search for, use, create, and store objects and information using various strategies and methods of organization and access

A27 Research and write environmental impact statements of his/her own design

A28 Compare school-based science perspectives with those gained through cutting-edge technological applications

A29 Design management plans for natural and human-altered environments (e.g., woodlots, patios, lots, lawns, farmlands, forests)

A30 Refine personal career interests

A31 Promote public awareness of the interaction of technology with social i issues

A32 Advocate and propose courses of action for local and global scientific issues using global networks

A33 Use appropriate technologies to prepare and present the findings of investigations incorporating tables, graphs, diagrams, and text

A34 Make informed consumer choices by evaluating and prioritizing information, evidence, and strategies

A35 Develop an informed point-of-view that allows for validation or refutation of the scientific statements and claims of advocated before pursuing courses of action (e.g., contributing support, signing petitions, casting votes)

A36 Differentiate between observations and inferences in the exploration of evidence related to personal, scientific, and community issues

A37 Develop and write environmental impact and safety and hygiene management plans

A38 Use technology to collect, analyze, and communicate information (e.g., electronic networks, desktop publishing, remote sensing, graphing calculators, satellite telemetry, and others)

A39 Design, construct, and market inventions

Unit: Technology Literacy

NOTE: Over 500 Ohio business, industry, and labor representatives examined, altered, and then verified the content for this unit during the TCP Process. The original content was extracted from the Report of the Task Force on Technology Competence—Learner Goals for All Minnesotans, published by the Minnesota State Council on Vocational Technical Education. The Technology Literacy unit forms a critical link between all teachers and stresses the importance of technological impact on teaching and learning. [See "The TCP Process" for more information.]

Competencies:

T1 Demonstrate a systems view of technology based on the interdependence of social, political, economic, and ecological systems

T2 Assess the career, family, and personal development implications of technological change

T3 Demonstrate continuous learning via technology

T4 Demonstrate global appreciation for technology's potential effects on cultures, geographic areas, and the environment

T5 Apply historical perspective on technology to the development and use of new technologies

T6 Apply diverse technologies to store, access, process, create, and communicate information needed to solve problems

T7 Apply legal principles and ethical conduct to the use of technology

T8 Demonstrate competency in mathematics, science, social sciences, communication, and computer skills through the analysis, design, and evaluation of technological systems

T9 Analyze the potential of alternative technological systems to solve problems and/or to extend human capabilities

T10 Use a variety of tools, materials, and equipment in solving problems and extending human capabilities

T11 Assess risks and benefits of technological developments from an ecological, economic, social, and political perspective

T12 Value human diversity as part of a team in suggesting, designing, and testing solutions to technological problems

Unit: Employability Skills

Competency: Develop a career plan

Competency Builders:

Identify current interests and aptitudes
Identify common barriers to employment
Describe strategies to overcome employment barriers
Locate resources for finding employment
Research job trends
Identify career options
Identify advantages and disadvantages of career options (in addition to other than monetary)
Identify job requirements
Investigate education/training opportunities
Evaluate personal strengths and weaknesses

Competency: Prepare for employment

Competency Builders:

Identify traditional and non-traditional employment sources
Identify present and future employment opportunities (by geographic location)
Research job opportunities, including non-traditional careers
Compare salary ranges and benefit packages
Compile occupational profile
Identify rights and responsibilities of equal employment opportunity laws
Design resume and cover letter
Target resume
Secure references
Investigate generic and specific employment tests (e.g., civil service exam; drug screening)
Use follow-up techniques to enhance employment potential
Demonstrate legible written communication skills using correct grammar, spelling, punctuation, and concise wording
Describe methods for handling illegal questions on job application forms and during interviews
Write letter of application
Research prospective employer and services performed
Explain critical importance of personal appearance, hygiene, and demeanor
Interpret job description
Demonstrate appropriate interview question and answer techniques
Demonstrate methods for handling difficult interview questions
Evaluate job offers
Write letter of acceptance
Write letter of declination
Demonstrate good listening skills
Ask for the job tactfully
Participate in extracurricular activities (e.g., student government, community projects,)

Competency: Evaluate the importance of self-esteem as an employability skill

Competency Builders:

Identify factors that affect self-esteem
Compare effects of low self-esteem and high self-esteem
Identify strategies to promote positive self-esteem

Competency: Demonstrate job retention skills

Competency Builders:

Identify employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene
Exhibit appropriate work habits and attitude
Demonstrate ability to set priorities
Identify behaviors to establish successful working relationships
Identify alternatives for dealing with harassment, bias, and discrimination based on race, color, national origin, sex, religion, handicap, or age
Identify opportunities for advancement
List reasons for termination
List consequences of being absent frequently from job
List consequences of frequently arriving late for work
Demonstrate interpersonal relations skills (i.e., verbal and written)
Demonstrate negotiation skills
Demonstrate teamwork
Follow chain-of-command
Exhibit appropriate job dedication

Competency: Demonstrate knowledge of work ethic

Competency Builders:

Define work ethic
Identify factors that influence work ethic
Differentiate law and ethics
Describe how personal values are reflected in work ethic
Describe how interactions in the workplace affect personal work ethic
Describe how life changes affect personal work ethic

Competency: Exhibit appropriate work ethic

Competency Builders:

Use time-management techniques
Avoid personal activity during work hours
Attend work as scheduled
Adhere to company and/or governmental policies, procedures, rules, and regulations
Exercise confidentiality
Demonstrate appropriate human relations skills
Adhere to rules of conduct
Accept constructive criticism
Offer constructive criticism
Take pride in work
Resolve conflict
Manage stress
Avoid sexual connotations and harassment
Adjust to changes in the workplace
Demonstrate punctuality
Assume responsibility for personal decisions and actions
Take responsibility for assignments
Follow chain-of-command

Competency: Apply decision-making techniques

Competency Builders:

Identify decision to be made
Identify ownership of decision to be made
Identify possible alternatives and their consequences
Make decisions based on facts, legality, ethics, goals, and/or culture
Apply time factor(s)
Present decision to be implemented
Evaluate decision made
Take responsibility for decision

Competency: Apply problem-solving techniques

Competency Builders:

Identify problem
Select appropriate problem solving tools/techniques
Identify root problem cause(s)
Track root problem cause(s)
Identify possible solutions and their consequences (e.g., long term, short term, crisis)
Use resources to explore possible solutions to problem
Contrast advantages and disadvantages of each solution
Identify appropriate action
Evaluate results
Identify post-preventive action

Competency: Exhibit characteristics for job advancement

Competency Builders:

Display positive attitude
Demonstrate knowledge of position
Perform quality work
Adapt to changing situations and technology
Demonstrate capability/responsibility for different positions
Identify characteristics of effective leaders
Identify opportunities for leadership in work place/community
Demonstrate initiative to affect change in workplace
Participate in continuing education/training program
Responds appropriately to criticism from employer, supervisor, or other employees
Exhibit awareness of corporate culture
Prepare for job setbacks
Exhibit continual growth based on performance evaluation
Set realistic goals

Unit: Professionalism

Competency: Project professional image

Competency Builders:

Define professionalism
Exhibit professional appearance
Exhibit professional manners
Project professional attitude
Identify individuals' vital role in organization
Exhibit proper etiquette in professionally-related situations

Competency: Achieve individual and professional goals

Competency Builders:

Set flexible, realistic, and measurable goals
Identify potential barriers to achieving goals
Identify strategies for addressing barriers to goal achievement
Breakdown long-term goals into short-term goals
Prioritize goals
Commit to goals
Adjust goals
Obtain support for goals
Reward goal achievement

Competency: Manage personal finances

Competency Builders:

Explain need for personal management records
Balance checkbook
Identify tax obligations
Analyze how credit affects financial security
Compare types and methods of investments
Compare types and methods of borrowing
Compare types and methods of insurance
Compare types of retirement options/plans
Identify discriminatory vs. non-discriminatory expenditures

Competency: Support community well-being

Competency Builders:

Identify environmental, educational, and social issues
Participate in social and/or community activities

Competency: Achieve organizational goals

Competency Builders:

Evaluate personal goals in relation to organizational goals
Monitor progress by evaluating feedback
List responsibilities in relation to organization goals
Accomplish assigned tasks
Exercise responsibility in relation to organizational goals
Set appropriate personal performance standards
Communicate goals with supervisor and peers
Demonstrate knowledge of products and services
Promote organizational image and mission

Competency: Demonstrate positive relations in the workplace

Competency Builders:

Identify personality types of self and other
Identify various management styles
Support employer expectations
Support employer decisions
Accept constructive criticism
Give constructive feedback
Adapt to changes in workplace
List factors to consider before resigning
Write letter of resignation

Competency: Manage stressful situations

Competency Builders:

Accept stress as part of daily life
Identify personal and professional factors contributing to stress
Describe physical and emotional responses to stress
Evaluate positive and negative effects of stress on productivity
Identify strategies for reducing stress
Implement strategies to manage stress
Create strategies for developing and maintaining support systems

Competency: Analyze effects of family on work and work on family

Competency Builders:

Identify how family values, goals, and priorities are reflected in work place
Identify responsibilities and rewards associated with paid and non-paid work
Identify responsibilities and rewards associated with families
Explain how family responsibilities can conflict with work
Explain how work can conflict with family responsibilities
Explain how work-related stress can affect families
Explain how family-related stress can affect work
Identify family support systems and resources
Identify work-related support systems and resources
Communicate with family regarding work

Competency: Apply lifelong learning skills

Competency Builders:

Define lifelong learning
Identify factors that cause need for lifelong learning
Analyze effects of change
Identify reasons why goals change
Describe importance of flexibility and adaptability
Evaluate need for continuing education/training

Competency: Manage professional development

Competency Builders:

Identify career opportunities
Modify career plan
Participate in continuing education/training opportunities
Document continuing education/training
Read profession-related manuals, technical journals, and periodicals
Attend meetings, workshops, seminars, conferences, and demonstrations
Participate in professional organizations
Build personal/professional mentor relationship
Build personal/professional support system
Build professional network
Strengthen communication skills
Strengthen leadership skills
Strengthen management skills

Unit: Teamwork

Competency: Demonstrate knowledge of teamwork

Competency Builders:

Define empowerment
Differentiate work groups and teams
Identify conditions essential to teamwork (e.g., brainstorming)
Explain influence of culture (e.g., corporate, community) on teamwork
Identify appropriate situations for using teams
Define team structures (e.g., cross functional, quality improvement, task force, quality circles)
Identify team building concepts
Describe characteristics and dynamics of teams
Identify characteristics of effective team leaders and members
Identify responsibilities of a valuable team member
Identify methods of involving each member of a team
Explain how individuals from various backgrounds contribute to work-related situations (e.g., technical training, cultural heritage)
Explain the purpose of facilitators
Define consensus
Define reward/recognition system

Competency: Demonstrate teamwork

Competency Builders:

Identify purpose of team and intended goal (include time frames)
Structure team around purpose
Define responsibilities of team members
Contribute to efficiency and success of team
Work toward individual and team milestones
Analyze results of team project
Facilitate a team meeting
Assist team member(s) with problem
Monitor time frame
Stress continuous improvement
Accept failure as part of learning

Competency: Use teamwork to solve problems

Competency Builders:

Identify appropriate situations for using teams
Use problem-solving process in a team setting
Identify quality management processes/techniques
Identify quality assurance processes/techniques
Prepare presentation

Competency: Conduct team meetings

Competency Builders:

Plan agenda
Schedule meeting and location
Invite appropriate personnel
Solicit outside speakers as needed
Assign someone to take minutes
Facilitate introductions
Invite questions and comments and group participation
Focus team on agenda items
Assign appropriate action, time frame and accountability to tasks
Monitor time
Close meeting on time
Publish minutes in timely manner
Set ground rules
Avoid placing individual agendas above the group's agenda

Unit: Quality Assurance

Competency: Demonstrate knowledge of quality assurance

Competency Builders:

Explain the historical evolution of quality assurance (e.g., Deming, ISO 9000)
Explain changes brought about by quality leaders in the world
Explain the ISO 9000 process
Define quality terms
Define quality functions
Identify features of quality planning
Describe control devices used in functional areas (e.g., SPC, equipment)
Explain the relationship among organizational structures, policies, procedures, and quality assurance
Explain importance of internal and external customers
Identify internal and external customers
Describe successful efforts by industry to improve quality and/or reduce costs
Differentiate prevention and detection
Differentiate variable and attribute data
Identify types of coontrol charts
Explain how statistical techniques are tools used to control quality (e.g., SPC, DOE, CR)

Competency: Demonstrate knowledge of quality cost implications

Competency Builders:

Identify cost/quality objectives
Classify costs (i.e., direct and indirect, fixed and variable, methods and standards)
Classify quality costs (i.e., prevention, evaluation, pre-delivery failure, post-delivery failure)
Define produce liability
Interpret quality cost reports
Explain consumerism and liability prevention
Define safety terms of product
Identify safety responsibility within organization
Define contracts and torts
Differentiate express and implied warranty
Differentiate warranty and product liability
Explain how warranties are part of contract law
List questions that would need answering in liability claim

Competency: Demonstrate knowledge of engineering a quality product

Competency Builders:

Associate customer satisfaction with product characteristics (e.g., usefulness, price, operation, life, reliability, safety, cost of operation)
Define manufacturability
Identify steps in product design (e.g., brainstorming, thumbnail sketches, rendering)
Define reliability factors (e.g., cost, human, producibility)
Identify ways reliability is achieved (e.g., maintainability, good design, design simplification, design redundancy)
Explain the relationship of maintainability to reliability
Define failure
Explain the role of testing and reliability
Define value engineering
Define quality objectives
Identify cost components as they relate to quality objectives
Classify quality costs (i.e. preventive, evaluation, pre-delivery failures, post delivery failures)
Describe predictive maintenance

Competency: Explain importance of interdepartmental relationships to quality assurance

Competency Builders:

Explain need for everyone's commitment in assuring quality
Explain phrase "Everyone is a customer/supplier"
Define quality improvement team models
Explain the importance of top management's support of quality
Explain project selection
Explain project implementation
Explain project evaluation
Explain continuing improvement
Describe future trend of experiment design
Describe future trend of predictive maintenance

Competency: Manipulate quality cost data

Competency Builders:

Develop quality cost data
Translate cost reports
Graph quality cost data (e.g., pareto)

Competency: Manipulate cost control data

Competency Builders:

Develop cost control data
Analyze cost control reports
Provide cost control data
Provide advice on "Make or Buy" decisions (including economical lot size decisions)

Competency: Demonstrate knowledge of basic statistics

Competency Builders:

Describe data collection methods
Collect data
Organize data by flow chart
Interpret data by cause and effect diagrams
Define nominal, ordinal, interval, and ratio data
Define mean, median, and mode
Explain significance of standard deviation
Explain normal distribution

Competency: Demonstrate knowledge of scattergrams

Competency Builders:

Construct scattergram
Interpret for positive, negative, or no correlation between X and Y variables
Test for significance between one and five percent
Explain regression analysis

Competency: Demonstrate knowledge of probability theory

Competency Builders:

Define classical probability
Define empirical probability
Calculate probability for outcomes

Competency: Demonstrate knowledge of precontrol

Competency Builders:

Explain uses of precontrol
Calculate precontrol limits
Explain significance of the limits
Plot values on a precontrol chart
Explain "out-of-control" situation
Make decisions on green, yellow and red conditions

Competency: Demonstrate knowledge of process capability

Competency Builders:

Use X, R, USL, and LSL to determine process capability (upper and lower specification limits)
Calculate estimated process standard deviation
Plot right hand and left hand tail of process variation
Compute Z value for percent of probable defect for process
Calculate C_{PK} values that describe process capability
Describe skewed distributions
List probable causes of skewed distribution

Competency: Use quality control charts

Competency Builders:

Identify operational definitions for attribute criteria
Interpret histogram
Interpret scattergrams
Interpret NP chart
Interpret P chart
Interpret flowchart
Interpret cause-and-effect diagram
Construct P (percentage defective) chart for attributes
Plot control limits of P chart and data points
Check chart for out-of-control conditions
Construct an NP (number defective) chart with control limits and data
Construct C (count of defects) and U (number of defects per unit) charts
Check data on C and U charts
Construct flowchart
Construct cause-and-effect chart

Competency: Interpret $\bar{X}$ and R charts

Competency Builders:

Plot percentages for normal distribution
Test distribution for normality
Explain difference between common cause and special cause
Define an "in-control" process
Explain significance of an out-of-control point on $\bar{X}$ or R chart
Identify patterns and trends on control chart
Identify run up and run down
Test for middle third on control chart
Explain significance of middle third on control chart
Explain Rule of Sevens

Competency: Construct $\bar{X}$ and R charts

Competency Builders:

Arrange data into statistical sub-groups
Explain importance of random sampling
Compute $\bar{X}$ (i.e., average of values) and R (i.e., range of values in subgroup) within sample
Plot in $\bar{X}$ and R on chart
Construct control chart with $\bar{\bar{X}}$ (grand average) and R (average range) calculated
Calculate upper and lower control limits for $\bar{X}$-chart
Calculate upper and lower control limits for R-chart

Competency: Conduct process improvement studies

Competency Builders:

Analyze production methods and processes applying statistical process improvement techniques (e.g., SPC, C_{PK})
Identify appropriate statistical techniques for study (e.g., T-tests, F-test, capability, DOEX)
Identify major steps in conducting a study
Define "report" for a study (e.g., goal, objective, study conduct, results, conclusions, discussions)
Integrate results into the total system

Competency: Demonstrate knowledge of JIT

Competency Builders:

Define just-in-time concept (JIT)
Describe various production methodologies (e.g., standard cycle times, routings, standard quantities, multiple-machine tending)
Describe types of inventory control (e.g., Kanban)
Describe importance of flexibility
Differentiate product layout, process layout, fixed position layout, and cellular layout
Differentiate straight-line, U-shaped, S-shaped, convoluted and comb patterns
Describe advantages/disadvantages of layout and patterns
Explain importance of product protection, identification and storage
List methods of identifying products (e.g., labels, bar codes, radio frequency systems and magnetic strip systems)
Describe manual methods of storage and retrieval
Describe automated storage and retrieval systems (ASRS)
Describe automated guided vehicle moving systems (AGVS)

Competency: Apply JIT

Comptency Builders:

Maintain system for physical handling and movement of material in-process and in-storage
Monitor system of physical handling and movement of material in-process and in-storage
Maintain system for physical handling and movement of finished products
Monitor system of physical handling and movement of finished products
Write requests for deviation from specifications
Implement quality control and inspection standards and procedures
Write engineering change notices and rejection reports
Monitor reports of discrepancy or rejects during production process
Conduct quality tests under different environmental conditions

Competency: Demonstrate knowledge of inspection

Competency Builders:

Explain purpose of inspection
Describe scope of inspection
Explain purpose of incoming, ongoing, and final inspections
Explain early detection inspection
Explain how statistical process control (SPC) aids inspection
Define types of nonconformance
Define degrees of nonconformance
Define corrective action
Describe when to 100% inspect
Describe when to sample inspect
Describe methods of testing for material properties (e.g., harness, strength, chemical makeup, flaws, errors in tooling or setup)
Define rework, salvage, and scrap
Describe ethical decisions an inspector may make
Identify purposes of computer-automated inspection
Explain advantages and limitations of automated inspection
Explain disposition of non-conforming material
Explain basic foolproofing concept to build inspection into process (i.e., poka-yoke)
Use checksheets to organize and record inspection results

Competency: Inspect machinery, materials, and products

Competency Builders:

Identify critical material characteristics from specification(s) or drawing(s)
Perform capability studies for machinery and materials acceptance
Identify appropriate acceptance sampling plan
Conduct incoming materials inspection using sampling plan criteria
Identify critical in-process characteristics from specification(s) or drawing(s)
Demonstrate basic metrology skills
Conduct in-process inspection
Identify appropriate inspection reports and follow-up
Gauge R and R (reproducibility and repeatability)
Apply geometric tolerancing
Explain C = O (zro) acceptance plan
Interpret instructions in a control plan

Competency: Demonstrate knowledge of nondestructive testing

Competency Builders:

Describe purpose of nondestructive testing
Identify anomalies
Define defects and discontinuities
Identify factors contributing to defects and discontinuities
Describe ultrasonic testing
Describe advantages and limitations of ultrasonic testing
Describe industrial radiography
Compare use of wet and dry particles in magnetic particle inspection
Explain advantages and limitations of penetrant inspection
Describe microwave testing
Describe holographic inspection
Explain choice of most suitable nondestructive test method
Describe eddy-current testing

Unit: Technical Recording and Reporting

Competency: Demonstrate proficiency in technical recording

Competency Builders:

Describe various documentation procedures
Interpret specifications or drawings
Observe process
Ask open-ended questions
Record process (e.g., flowchart, step-by-step)
Identify parameters
Record accurate, truthful data
Maintain test logs
Compile cumulative reference notebook/record
Measure appropriate parameters
Draft preventive maintenance and calibration procedures

Competency: Demonstrate proficiency in technical reporting

Competency Builders:

Use data books and cross reference/technical manuals
Compose technical memoranda
Identify type of report or format needed
Use appropriate format
Compile relevant data
Design charts and graphs
Analyze data
Draw conclusions
Explain analytical methods used
Outline reports
Write reports
Present reports

Unit: Computer Literacy

Competency: Describe personal computer operations

Competency Builders:

Explain how data is stored in main computer memory
Explain how computer system executes program instruction
Explain computer storage capacity
Explain how data is represented
Describe data storage techniques
Identify types of memory

Competency: Explain information processing cycle

Competency Builders:

Define operating systems (e.g., DOS, OS/2, UNIX, MAC)
Describe computer languages and their use
Describe computer languages and their use
Describe computer languages and their use
Describe difference between data files and program files
Explain PC layout
Explain PC network layout
Explain mini/mainframe network layout
Differentiate hardware and software
Differentiate open from proprietary architecture

Competency: Operate computer hardware

Competency Builders:

Practice proper media handling techniques (e.g., magnetic fields, dust, liquids)
Identify hardware and its use
Use hardware (e.g., mouse, diskettes, drive, modems, touch screen, printers, digitizers, scanners, cables, protection devices)
Keyboard efficiently
Demonstrate basic care of hardware
Explain need for and application of security levels/procedures
Perform basic hardware troubleshooting
Explain hardware addressing techniques

Competency: Use software

Competency Builders:

Define software types and functions
Describe basic disk operations and care
Perform functions necessary to operate software
List advantages and disadvantages of integrated and dedicated software
Operate system software
Operate diagnostic software
Demonstrate basic proficiency in spreadsheet use
Demonstrate basic proficiency in word processing
Demonstrate basic proficiency in database use
Demonstrate basic proficiency in network use
Demonstrate basic proficiency of utility (e.g., WINDOWS, GUI)
Demonstrate basic proficiency in report writing
Demonstrate system commands
Differentiate ethical use/misuse of software
Describe bulletin boards/electronic mail
Apply security levels/procedures while handling sensitive data
Explain data compression techniques
Explain use and deletion of passwords

Unit: Workplace Safety

Competency: Apply general safety precautions

Competency Builders:

Identify local, state, and federal rules and regulations
Identify personal protective wear and equipment
Identify visual controls (e.g., monitors, read outs)
Identify auditory controls
Identify common sense housekeeping
Interpret hazardous materials notices on containers
Use personal protective wear and equipment
Apply workplace safety rules and procedures
Apply personal safety rules and procedures
Apply workplace organization (e.g., housekeeping)
Apply applicable electrical, mechanical, steam, hydraulic and (e.g., pneumatic safety rules and procedures)
Apply fire safety rules and procedures
Apply hazardous wastes rules and procedures
Apply first aid
Locate (MSDS)
Perform lockout and tagout
Recycle scrap metal, chips, shavings, coolants, solvents, trash, and waste materials
Apply common sense housekeeping
Use preventive maintenance checklists

Competency: Demonstrate knowledge of safety and workplace hazards

Competency Builders:

Describe corrective procedures for unsafe conditions
Identify types and potential level of workplace hazards (e.g., physical hazards, fire, chemicals, noise, ionizing radiation, ultraviolet, temperature extremes, ergonomics, biological hazards)
Identify safety materials/equipment (e.g., absorbant socks, oil dry)
Interpret Material Safety Data Sheets (MSDS)
Explain purpose(s) of OSHA and NIOSH
Explain purpose(s) of NEC and NFPA
Identify purpose of emergency evacuation routes, master switch and lockout locations, and safety color coding systems
Identify roles of industrial hygienists, safety professionals, occupational physicians, and occupational nurses
Describe methods of evaluating potential hazards (e.g., visual analysis)
Describe methods of correcting potential hazards
Describe various types of toxicity (e.g., chronic, immediate)
Identify need for reporting accidents
Explain precautions required when using toxic or flammable materials
Define confined space and related requirements
Explain how international directives relate to safety

Competency: Explain purpose of industrial pollution control systems

Competency Builders:

Describe types of air, water, solid waste, and noise pollution
Explain purpose of air pollution control systems
Explain purpose of water pollution control systems
Explain purpose of solid waste pollution control systems
Explain purpose of noise pollution control systems
Explain basic philosophy of "right to know" legislation
Explain purpose(s) of EPA
Identify "costs" of industrial pollution control (i.e., dollars vs. impact to environment)
Describe ethics of environmental issues

Competency: Demonstrate knowledge of ergonomics

Competency Builders:

Define ergonomics
Define risk factor
Define maximum permissible limit (MPL) and action limit (AL) for lifting
Define cumulative trauma disorder (CTD)
Identify susceptibility factors for CTD
Minimize extreme joint movement
Minimize use of excessive muscle force
Minimize repetitive tasks
Minimize mechanical stresses (e.g., sharp edges, heat, cold, hard surfaces, weights, vibration)
Minimize awkward body positions
Explain use of rest pauses
Explain need for mats and footrest for standing jobs
Explain need for appropriate working heights of chairs, stools, workbenches, equipment
Explain need for adequate lighting
Explain use of anthropometric (i.e., centering one's view of everything around man) design

Unit: Supervision

Competency: Perform supervisory functions

Competency Builders:

Define supervision
Conduct task analysis
Create organizational and/or departmental charts
Apply company policies and procedures
Maintain workplace procedures manuals
Prepare budgets
Monitor budgets
Prepare managerial reports
Analyze daily production reports
Maintain appropriate work environment
Conduct tours
Facilitate assignments
Assign work
Delegate job tasks
Monitor progress
Prepare productivity reports
Provide training for new policies
Troubleshoot workplace problems
Coordinate workplace activities
Appraise performance
Document personnel issues
Coordinate administrative duties

Competency: Coordinate training

Competency Builders:

Assess training needs
Secure training resources, materials and equipment
Train employees
Evaluate progress of trainee
Provide feedback
Solicit feedback
Receive feedback
Assess feedback

Unit: Drafting Technology

Competency: Apply basic drafting skills

Competency Builders:

Use drafting equipment, measuring scales, drawing media, drafting instruments and consumable materials, blueprint machine
Identify line styles, weights (alphabet of lines)
Select proper drawing scale, introduction to different types
Prepare title blocks and other drafting formats
Apply freehand and other lettering techniques
Prepare multi-view drawings
Prepare multi-view sketches
Prepare orthographic views
Prepare change control block
Describe change control block/revision block
Measure angles
Draw horizontal, vertical, angular, parallel, and perpendicular lines
Transfer an angle
Construct tangent lines (to arcs) and tangent arcs (to arcs)
Bisect angles and arcs
Bisect lines
Divide lines
Construct three-point circle
Construct regular hexagon, pentagon, and octagon
Reproduce a drawing
Prepare single-view drawings
Prepare dimension drawings
Interpret notes and dimensions to determine part
Draw arcs, circles, and conics
Transfer measurements

Competency: Apply intermediate drafting skills

Competency Builders:

Describe types of blueprints and their applications
Apply isometric, oblique and perspective sketching techniques
Prepare isometric, oblique and perspective sketches
Prepare sectional views
Prepare auxiliary views
Identify ANSI symbols
Prepare views of drilled and tapped holes, counterbores, countersinks
Apply systems drafting techniques
Identify a bill of materials
Dimension drawings using ANSIy14.5 standards
Describe purpose of auxiliary and sectional views

Competency: Apply advanced drafting skills

Competency Builders:

Interpret reports and specifications
Prepare pictorial drawings
Prepare schematics
Draw conics
Interpret basic pneumatic/hydraulic standard and symbols
Interpret various drawings (e.g., welding, casting, stamping, forging, civil, maps, pattern shop)

Competency: Interpret basic prints

Competency Builders:

Visualize object from drawing
Interpret orthographic projections
Interpret isometric views
Interpret sectional views
Interpret detail and assembly drawings
Interpret dimensions
Interpret tolerances

Competency: Interpret intermediate prints

Competency Builders:

Interpret screw thread specifications
Identify structural steel shapes
Interpret special symbols
Interpret electrical, pneumatic/hydraulic drawings
Interpret schematics

Competency: Interpret advanced prints

Competency Builders:

Interpret GD&T characteristic symbols
Interpret GD&T supplementary symbols

Competency: Demonstrate knowledge of basic geometric dimensioning and tolerancing

Competency Builders:

Identify geometric characteristics and symbols (i.e., flatness, straightness, roundness, cylindricity, profile of line, profile of surface, perpendicularly, angularity, parallelism, circular, runout, total indicated runout, position, concentricity, and symmetry)
Define maximum material condition
Define least material condition
Define regardless of feature size condition
Describe feature control blocks
Describe datum surfaces and targets
Define flatness (pitch)
Define straightness (yaw)
Define roundness
Define cylindrically
Define profile of line
Define profile of surface
Define perpendicularity
Define angularity
Define parallelism
Define circular runout
Define total runout
Define true position concept to determine tolerance for location of holes in mating parts

Competency: Convert dimensions and tolerances

Competency Builders:

Convert dimensions and tolerances from English units to metric units
Convert dimensions and tolerances from metric units to English units

Competency: Apply revision control process

Competency Builders:

Apply drawing balloons
Apply documentation (including project filing, back-up material, tracking process)
Apply change control block
Apply revision levels

Competency: Demonstrate dimensioning techniques

Competency Builders:

Construct arrowheads using various styles/disciplines
Apply symbols for surface and texture control
Add labels/notes to drawing
Interpret decimal tolerance dimensions
Dimension arcs
Dimension angles
Dimension curves
Dimension rounded-end shapes
Dimension spherical objects
Dimension cylindrical objects
Dimension cones, pyramids, and prisms
Dimension features on circular center line
Dimension theoretical point of intersection
Dimension object using rectangular coordinate system
Dimension object using polar coordinate system
Dimension object using tabular coordinate system
Dimension object using ordinate dimensioning system

Competency: Apply geometric dimensioning and tolerancing

Competency Builders:

Interpret decimal tolerance dimensions
Calculate clearance fit tolerances of mating parts
Dimension clearance fit tolerances of mating parts
Calculate interference fit tolerances of mating parts
Dimension interference fit tolerances of mating parts
Calculate tolerances to mating parts using standard fit tables
Assign tolerances to mating parts using standard fit tables
Apply positional and form tolerancing symbols
Apply symbols for true position
Apply symbols for maximum material control and regardless of feature size
Calculate effects of dimensional stack-up
Calculate transitional fit tolerances
Dimension transitional fit tolerances

Competency: Perform basic physical layouts

Competency Builders:

Use inside diameter (ID), outside diameter (OD), and hermaphrodite calipers
Layout with combination square
Layout with scriber, divider and trammel
Use surface plate
Use surface gage
Use layout fluid
Use V-blocks
Use clamps
Use angle plate
Use parallels
Use punches
Use transfer method tools
Use layout hammer
Use machinist's square
Use universal bevel protractor
Use machinist's scale

Competency: Prepare mechanical drawings

Competency Builders:

Interpret basic mechanical standards and symbols
Prepare assembly drawings
Prepare welding drawings
Prepare bearing drawings
Prepare casting drawings
Prepare forging drawings
Prepare tool drawings
Prepare molding diagrams
Prepare drawings with special processed holes
Prepare stamping drawings
Prepare numerical control drawings/instructions
Prepare installation drawings
Prepare purchase part drawings
Prepare approval drawings

Competency: Prepare advanced mechanical drawings

Competency Builders:

Resolve problems by descriptive geometry and revolutions
Use precision dimensioning to include geometric characters
Use precision measuring instruments (e.g., calipers)
Prepare fastener drawings
Prepare cam drawings
Prepare gear drawings
Prepare spring drawings
Prepare pulley and chain drive drawings

Unit: CADD Fundamentals

Competency: Demonstrate basic use of computer operating system

Competency Builders:

Create ASCII text files with a text editor
Explain rules for naming files and directories
Manage files
Create directories
Remove directories
Change directories
Copy files
Rename files
Erase files
Format diskettes
Label diskettes
Explain the syntax of operating system commands
Use wildcards in operating system commands

Competency: Operate a CADD system

Competency Builders:

Execute CADD system
Use keyboard input
Use screen and tablet menus
Use other input devices (e.g., scanner, digitizer)
Create scaled plots
Operate a pen plotter
Operate a printer-plotter (i.e., laser plotter)
Access on-line help for commands
Use file conversion
Use data transfer

Competency: Select entities for action

Competency Builders:

Add or remove entities separately
Add or remove entities using a window
Add or remove entities with a crossing-box
Select entities using a fence
Select entities by other methods (e.g., last, previous, type, all, etc.)

Competency: Create 2-D orthographic drawings

Competency Builders:

Create primitive drawing entities
Draw utilizing absolute Cartesian coordinates
Draw utilizing relative Cartesian coordinates
Draw utilizing polar coordinates
Draw using construction aides (e.g., snaps, grid, snap, etc.)
Change drawing attributes
Edit drawing entity properties (e.g., color, layer, thickness, linetype)
Construct drawing entities (e.g., offset, timer, extend, break, mirror, etc.)
Edit drawing entities (e.g., offset, trim, extend, break, mirror, etc.)
Set system variables (e.g., units, scale)
Use system variables
Create layers
Name layers
Manipulate layers
Save files
Create back-ups
Create hatches, patterns, symbols
Recall drawing templates/blocks

Competency: Annotate orthographic drawings

Competency Builders:

Create text styles
Edit text styles
Select text styles
Apply notes

Competency: Dimension orthographic drawings

Competency Builders:

Create dimensions
Edit text
Control dimension variables/models

Competency: Control display

Competency Builders:

Apply view control while drawing (e.g., zoom and pan)
Control view resolution (e.g., viewers)
Save views
Display views

Competency: Extract entity and drawing information

Competency Builders:

Measure distances
Measure areas
Identify locations
List entity characteristics (e.g., length, size, location, properties, etc.)

Unit: Intermediate CADD

Competency: Manage symbols and attributes

Competency Builders:

Create blocks and W-blocks/templates
Create nested blocks/templates
Insert blocks and drawings/templates
Redefine blocks/templates
Edit blocks/templates
Apply attributes

Competency: Create 2-D isometric drawings

Competency Builders:

Manipulate snap and grid settings
Toggle planes (e.g., left, right, top)
Create text styles for each plane
Create dimension styles
Use dimension styles
Create isometric ellipses

Competency: Use external routines

Competency Builders:

Load AutoLISP programs
Execute AutoLISP programs
Load ADS programs
Execute ADS programs

Competency: Create custom menus

Competency Builders:

Demonstrate search routines when using a text editor
Write screen menus and macros
Write tablet menus and macros
Write cascading pop-down menus and macros
Write icon menus and macros
Write button menus and macros
Write other customizable CADD files (e.g., ACADD.PCP)
Edit other customizable CADD files (e.g., ACADD.PCP)

Competency: Create script files

Competency Builders:

Write a slide show script
Write a script for setting initial variable settings
Write a script for creating a title-block

Competency: Create custom linetypes

Competency Builders:

Formulate a linetype composed of long dashes
Formulate a linetype composed of lines, dashes and dots

Competency: Create 3-D wireframe models

Competency Builders:

Differentiate among extrusions, wireframes, surface models, and solid models
Create user coordinate systems
Manipulate user coordinate systems
Use cylindrical coordinates
Use spherical coordinates
Use .XYZ filters
Project geometry from one plane to another

Competency: Create 3-D surface models

Competency Builders:

Define B-rep surfaces
Differentiate B-rep surfaces and non-uniform rational B-splines (NURB's)
Create tabulated surfaces
Create ruled surfaces
Create revolved surfaces
Create edge surfaces (e.g., coon's patch)
Apply surface meshes to 3-D wireframes
Modify visibility of the edges of faces
Dimension a 3-D model for both isometric and orthographic drawings
Control dimension scale with regard to plotting scale

Competency: Apply advanced control display techniques

Competency Builders:

Define camera viewpoints and angle of rotation
Control display angle (e.g., d-view, v-point)

Unit: Advanced CADD

Competency: Create 3-D solid models

Competency Builders:

Differentiate B-rep solid modeling and Constructive Solid Geometry (CSG) modeling
Create solid primitives
Modify solid primitives
Create swept solids
Use Boolean operations to create complex solids (e.g., unions, subtractions, intersections, separations)
Fillet solid models
Chamfer solid models
Extract mass properties from a solid model
Create 2-D profiles and sections from a solid model
Explain the limitations of solid modeling
List intersection properties

Competency: Apply advanced display control

Competency Builders:

Use clipping planes to section a model
Apply perspective views
Place camera and target points to locate views
Place lights for rendering
Control lights for rendering
Create rendered images of surface and solid models

Competency: Write programs using AutoLISP

Competency Builders:

Perform simple math functions
Perform nested math functions
Write a routine which prompts for user input, performs calculations and creates or edits geometry
Identify common error codes
Format a program to display balanced parentheses and nesting of functions
Write a program including an "if/then/else" statement

Competency: Configure a CADD station

Competency Builders:

Install CADD software
Configure display drivers
Configure printer/plotter drivers
Configure input drivers

Competency: Prepare electrical/electronic CADD drawings

Competency Builders:

Interpret basic electric/electronic standards and symbols
Prepare schematic drawings
Prepare cable drawings
Prepare component drawings
Prepare logic diagrams
Prepare control panel drawings
Prepare connection drawings
Prepare interconnection drawings
Prepare printed circuit board drawings
Prepare harness drawings
Prepare packaged drawings
Prepare wiring diagrams
Prepare enclosure drawings
Prepare installation drawings
Prepare flow charts
Prepare symbol library
Modify drawings

Competency: Prepare pneumatic/hydraulic CADD drawings

Competency Builders:

Interpret basic pneumatic/hydraulic standards and symbols
Prepare piping drawings
Prepare isometric drawings
Prepare sectional diagrams
Prepare graphical symbols
Prepare process and instrumentation diagrams
Prepare combination diagrams
Prepare pump and motor drawings
Prepare cylinder and piston diagrams
Prepare valve drawings
Prepare pump section drawings
Prepare installation drawings
Prepare symbol library

Competency: Prepare structural CADD drawings

Competency Builders:

Use structural and reinforcing concrete manuals and technical tables
Detail structural beam connections
Detail concrete reinforcements
Prepare materials take off list
Draw structural framing plans and elevations
Identify welding symbols
Prepare symbol library

Unit: Fundamentals of Machine Anatomy

Competency: Interpret specifications for a machine

Competency Builders:

Identify power source
Identify power transmission
Identify hydraulic/pneumatic actuators
Identify materials
Identify fits/tolerances
Identify GD&T symbols
Identify safety factors
Participate in concurrent engineering
Demonstrate knowledge of print reading

Competency: Build a machine to specifications

Competency Builders:

Install hydraulic and pneumatic actuators
Troubleshoot hydraulic and pneumatic actuators
Install motors
Troubleshoot motors
Install sensors
Troubleshoot sensors
Install PLC's
Troubleshoot PLC's
Install industrial controls
Troubleshoot industrial controls
Install power distribution systems
Troubleshoot power distribution systems
Install brakes and clutches
Troubleshoot brakes and clutches
Install lubrication system
Troubleshoot lubrication system

Unit: Computerized Numerical Control (CNC)

Competency: Demonstrate knowledge of CNC

Competency Builders:

Define numerical control (NC) and computerized numerical control (CNC)
Differentiate NC and CNC
Describe closed loop, open loop, and adaptive controls
Define point to point systems
Identify tool movement of point to point systems
Define continuous path systems
Identify tool movements of continuous path systems
Identify data input mediums
Explain the purpose of the post-processor
Define canned cycles
Identify computer memory types
Identify information stored relative to computer memory types
Differentiate hardware and software
Differentiate among CNC, machining centers, and robots
List advantages/disadvantages of CNC machining centers
Explain direct numerical control (DNC)

Competency: Perform preventive maintenance

Competency Builders:

Follow proper safety procedures
Clean CNC equipment
Lubricate CNC equipment
Check CNC equipment for wear and alignment

Competency: Apply CNC operations

Competency Builders:

Identify parts of the machine
Apply basic programming skills to a turning and a milling operation
Select proper work holders
Select proper cutting tools
Set machine parts to drawing tolerances
Use CAD/CAM for part program development

Competency: Prepare CNC program

Competency Builders:

Write a program manually in word address format
Write a program off line
Write a program manually in conversational program
Generate a program using CAD/CAM package
Program machine using manual data input (MDI) process

Competency: Program CNC operations

Competency Builders:

Apply ANSI drawing standards
Apply process planning from drawing to finished product
Analyze workpiece
Contrast differences in computer-assisted programming
Perform basic trigonometric computations
Perform special perception mathematical computations
Set chip load, feed rates and surface feet per minute limitations
Turn intersection points into segments (i.e., defined in terms of points, lines, and circles)
Debug program

Competency: Load machine

Competency Builders:

Load program from MDI and off-line programming station
Prepare work-holding device
Mount work-holding device
Secure workpiece
Set up reference and clearance points
Set up tooling
Select proper lubrication/coolant

Competency: Operate CNC machine

Competency Builders:

Load raw material
Start cycle
Monitor work in-process
Edit CNC programs
Demonstrate ability to halt running program
Apply proper safety procedures
Demonstrate proper cleaning of CNC machine

Competency: Manufacture workpiece (e.g., rectangular, round, angular)

Competency Builders:

Dry-run machine
Run part
Inspect part

Unit: Basic Materials Science

Competency: Demonstrate basic knowledge of metallurgy

Competency Builders:

Define metallurgy
Define metal forming (e.g., general process)
Identify forming industries (e.g., stamping, forging, fabricating)
Describe metal forming principles
Describe the metal forming process
Identify frequently used metals
Describe the crystalline structures of metals
Use periodic chart to evaluate metals
List chemical properties of common metals
List physical properties of common metals
Describe measures of metal strength
Identify examples of raw materials processed by hot rolling, cold rolling, forging, drawing, extrusion, spinning and powered metallurgy
Explain secondary finishing operations (e.g., paint, anodizing)

Competency: Demonstrate basic knowledge of heat treatment

Competency Builders:

Describe process of heat treating
Define types of heat treating (e.g., case hardening, annealing, drawing, stress relieving, tempering, quenching, critical temperature)

Competency: Demonstrate basic knowledge of metal characteristics and formability

Competency Builders:

Explain metal and formability basics
Explain metal grades and coatings
Explain part contour analysis
Explain tensile test
Explain LDH test
Explain bend test
Explain hold expansion test
Explain R-value test
Explain hardness test
Explain cup test
Explain friction test
Explain surface test
Explain interpretation of metal characteristics tests
Describe blank/die interactions (e.g., friction)
Describe friction and forming process
Describe circle grid basics
Describe circle grid applications
Describe formability diagnostics
Describe the documentation process

Competency: Demonstrate basic knowledge of casting

Competency Builders:

Identify frequently used metals
Describe crystalline structures of metals
Use periodic chart in evaluating metals
List chemical properties of common metals
List physical properties of common metals
Define permanent mold casting
Define shell mold casting
Define sand casting and pattern making
Define die casting
Identify basic casting terms
Identify advantages/disadvantages of casting processes

Competency: Demonstrate basic knowledge of iron and its alloys

Competency Builders:

Define iron and its alloys
Describe iron manufacturing process
Describe the structure of iron and its alloys
List chemical properties of iron and its alloys
List physical properties of iron and its alloys
Describe iron and alloys property variables
Describe measures of strength for iron and its alloys
Identify examples of iron and its alloys processed by hot rolling, stamping, cold rolling, drawing, extrusion, spinning, casting, forging and machining
Perform tensile test
Perform Brinell test
Perform chemical analysis

Competency: Demonstrate basic knowledge of aluminum and its alloys

Competency Builders:

Define aluminum and its alloys
Describe aluminum manufacturing process
Describe the structure of aluminum
List chemical properties of aluminum
List physical properties of aluminum
Describe aluminum property variables
Identify examples of aluminum processed by cold rolling, drawing, extrusion, stamping, spinning, casting, forging and machining
Perform tensile test
Perform Brinell test
Perform chemical analysis

Competency: Demonstrate basic knowledge of copper and its alloys (e.g., brass, bronze)

Competency Builders:

Define copper and its alloys
Describe copper manufacturing process
Describe the structure of copper
List chemical properties of copper
list physical properties of copper
Describe copper property variables
Describe measures of copper strength
Identify examples of copper processed by cold rolling, drawing, extrusion, stamping, spinning, casting, forging and machining
Perform tensile test
Perform Brinell test
Perform chemical analysis

Competency: Demonstrate basic knowledge of plastics and polymers

Competency Builders:

Define thermo-analysis testing (e.g., melt flow, moisture control)
Define plastics and polymers
Describe plastics and polymers manufacturing processes
Describe structure of plastics and polymers
List chemical properties of plastics and polymers
List physical properties of plastics and polymers
Differentiate thermoset and thermoplastic
Describe plastics and polymer property variables
Describe measure of plastic and polymer strength
Identify examples of raw materials processed by machining, extrusion, stamping, injection molding, compression molding and injection compression molding
Identify molding defect (e.g., flash, sink marks, warp, contamination, wet material, stuck parts, short shot, burn marks, surface blemishes)
Identify secondary operations performed on plastic parts (e.g., plating, milling, painted)
Perform tensile test
Perform R-value test

Competency: Demonstrate basic knowledge of concrete and other ceramics

Competency Builders:

Explain concrete tools and applications (e.g., float, chairs)
Describe the formation of concrete
List types of cements and their uses
Define qualities of concrete (i.e., strength, consistency, homogeneity, tensile force, abrasion, heat of hydration, and heat and sulfate resistance)
List tests used in concrete production (e.g., slump test, test of fineness modules)
List protective practices used after pouring

Competency: Demonstrate knowledge of corrosion and protection

Competency Builders:

Identify causes of corrosion
Identify types of corrosion
List solutions to minimize problems
Identify corrosion testing

Competency: Demonstrate basic knowledge of rubber manufacturing

Competency Builders:

Explain history of rubber industry
Compare properties of natural rubber with those of synthetic rubber
Explain how natural rubber is manufactured
Explain vulcanizaton, mastication, and cure systems
Explain use of compounding ingredients (e.g., carbon blacks, accelerators, fillers, antioxidants)
Explain press and autoclave curing
Explain how synthetic rubber is manufactured (e.g., neoprene, butyl, styrene-butadiene)
Explain rubber testing (e.g., tensile, durometer)

Unit: Metal Stamping Dies

Competency: Describe different types of dies

Competency Builders:

Describe crimping die
Describe parts assembly die
Describe CAM bending die
Describe blanking die
Describe pierce die
Describe forming die
Describe draw die
Describe progressive die

Competency: Describe fixtures

Competency Builders:

Describe crimping fixture
Describe locating fixture
Describe press fitting fixture
Describe riveting fixture
Describe welding fixture

Competency: Design product

Competency Builders:

Draw isometric view of product
Construct model (e.g., clay, form, wood, plastic)
Scan model
Wire frame data
Create computerized model
Interface model with CAD/CAM
Reproduce surface finish
Identify materials for product
Create prototype
Validate product
Standardize product

Competency: Troubleshoot design errors

Competency Builders:

Isolate cause of die component breakage
Isolate cause of failure of parts to be removed from die
Isolate cause of incorrect punch clearance
Isolate cause of incorrect die clearance
Isolate cause of misfitting die components

Competency: Correct design errors

Competency Builders:

Correct cause of die component breakage
Correct cause of failure of parts to be removed from die
Correct cause of improper punch clearance
Correct cause of improper die clearance
Correct cause of misfitting die components

Competency: Explain die processing

Competency Builders:

Describe preplanning activities
Describe die layout
Identify die operations (e.g., number, purpose and sequence of die operations)
Describe feasibility study development
Describe sequence of operations from die construction

Competency: Explain pattern shop applications

Competency Builders:

Describe pattern shop activities
Describe die pattern materials (e.g., wood, styrofoam, ceramic)
Describe die pattern construction
Describe casting of dies
Describe casting of components
Describe model process steps
Describe model use

Competency: Explain die construction (e.g., production and operation techniques)

Competency Builders:

Explain need for basic machining skills
Explain need for sculptured machining skills
Explain EDM functions
Explain die material standards
Describe tool and die welding
Describe punch finishing
Explain lifter/gauging systems
Explain pressure systems
Describe function of cams

Competency: Explain the die tryout process

Competency Builders:

Explain need to use analytical problem solving for die tryout
Describe process documentation
Describe die modification techniques
Describe blank modification techniques
Describe die buy-off
Describe die release
Describe part release
Describe die coatings
Describe die treatments

Competency: Explain die maintenance

Competency Builders:

Describe planned die maintenance
Describe predictive die maintenance
Describe preventive die maintenance
Describe die maintenance troubleshooting techniques
Describe die refurbishment techniques

Unit: Press Technology

Competency: Explain press operation

Competency Builders:

Identify types of presses
Describe functions of presses
Identify capacity of presses
Describe shuttheight
Identify operator safety devices

Competency: Demonstrate knowledge of press accessories

Competency Builders:

Describe function of monitors, proximity switches and die protection
Describe function of loaders
Describe function of roller levelers
Describe function of decoilers
Describe function of feeders
Describe function of transfer mechanisms
Describe function of lubricators and coolants
Describe processing of coil steel
Describe use of quick die change
Describe press set-up

Unit: Sheet Metal Fabrication

Competency: Demonstrate knowledge of sheet metal fabrication

Competency Builders:

Describe sheet metal fabricated products
Describe press working process
Describe process(es) of straightening metal
Describe metal finishing and coating
Explain bend allowances
Identify materials used for sheet metal fabricaton (e.g., hot roll, cold roll, aluminum, stainless)
Explain process of determining metal thicknesses
Explain process of layout
Explain process of fastening
Explain process of punch and die clearance and alignment
Demonstrate the capability to finish (cleaning, painting, plating)
Demonstrate CADD uses for layout

Competency: Describe types of metal fabrication manufacturing

Competency Builders:

Describe shear
Describe press brake
Describe cut-to-length lines
Describe roll forming
Describe CNC turret presses
Describe FMS cells

Competency: Layout sheet metal

Competency Builders:

Lay out 90° ells
Lay out 45° and 30° ells
Use radial line development to lay out
Use development by triangulation to lay out

Competency: Fabricate components

Competency Builders:

Layout design
Measure materials
Create pattern and/or prototype
Use hand tools
Cut materials
Form materials
Use fasteners
Spot weld

Competency: Perform sheet metal fabrication

Competency Builders:

Identify sheet metal fabrication jobs
Identify tools (e.g., manual and hand powered) needed
Fabricate round ells
Fabricate tees
Fabricate pyramids
Fabricate cones
Fabricate square to round transitions